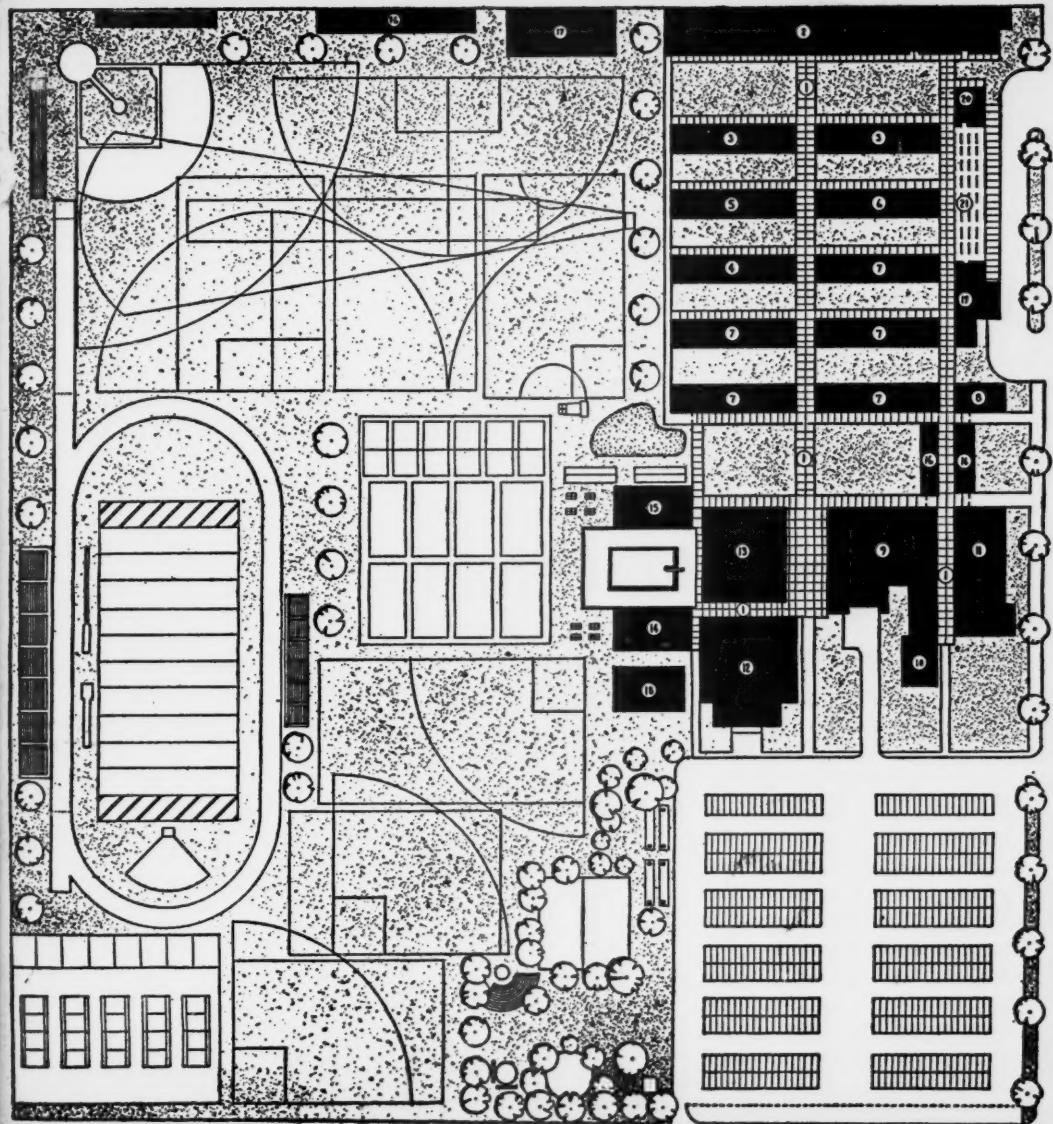


CALIFORNIA SCHOOLS



JANUARY 1955

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Superintendent of Public Instruction

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THE COVER ILLUSTRATION shows the complete plan for utilization of the site, in Carmichael, of the new La Sierra High School in San Juan Union High School District of Sacramento County. This school, third in the district, is planned for 1,500 students. The first units to be built will be those for shops (2), science (3), academic courses (7), heater room (19), custodian's office (20) and locker area (21). The drawing was provided by the Architect, Chas. F. Dean. Others who took part in the planning were Wm. T. Mooney, District Superintendent, and the following staff members of the State Department of Education: Doyt Early, school architect, and Frank P. Schroeter, field representative, of School Planning, and Carson Conrad of the Bureau of Health Education, Physical Education, and Recreation.

PUBLIC HIGHER EDUCATION IN CALIFORNIA¹

ROY E. SIMPSON, *Superintendent of Public Instruction*

. . . I have been asked to discuss the topic "Public Higher Education in California." As college administrators, and as wives of college administrators, you are most familiar with the firsthand problems which face us in California coming largely out of the rapid and never-ending growth in population. In your community, I know you have already started to mobilize the human and financial resources to guarantee a continuation of the same quality of education you have offered down through the years.

I further am extremely interested in this subject since, as Director of Education under the law, your speaker is also the administrative officer responsible for the programs and operation of the 10 colleges comprising the California state college system. Furthermore, I have been privileged to serve for some eight years as a member of the Board of Regents of the University of California, and I assure you that from these experiences I have acquired not only some understanding of the problems facing higher education, but also an appreciation of the complex issues and questions which face our college boards and administrators in maintaining educational programs that are sound and adequate to meet community and state needs.

Since you are professional workers in the junior college field, I will emphasize the role of the junior college in relationship to the other segments of higher education in California, and will endeavor to point up some of the issues which we have before us. I know that the other speakers on your program will emphasize particular aspects of the junior college in our state so that by the close of this annual meeting you will have been thoroughly brought up to date in terms of developments and plans in this important field.

I want to emphasize at the beginning of my discussion a sincere belief which I hold, and that is that the junior college has made truly wonderful contributions to all of education in our state and that the junior college movement in California has marched far ahead of the development of comparable programs in other parts of the nation. This same spirit of co-operation and leadership will help every community and every person in California as these next busy years come and go.

The State Department of Finance reports that California can expect some 255 public high school graduates in 1965-66 for every 100 graduating in 1953 and also that there will be 215 students enrolled in the publicly supported colleges and universities of California in 1965-66 for

¹ Address at dinner meeting, October 27, 1954, of Annual Conference of California Junior College Association, Yosemite, California.

every 100 enrolled today. Upon the basis of this information it is estimated that the University of California in 1965 will enroll 76,000, the state colleges 62,000, and the junior colleges 92,500. Since present enrollments of the private colleges and universities approximately equal those of the University of California, for all practical purposes it may be assumed that by 1965 private colleges and universities will enroll more than 75,000 full-time students.

I repeat again to you that upon this background of growth we will find it necessary to mold our plans and shape our programs so that we may be prepared for the vast increases which are clearly a matter of public record and which we have already commenced to study, not only from a state-wide picture, but more importantly from the standpoint of the effect of this growth will have upon each local community.

Lessons of history hold significance for those who would look ahead, as we inevitably must. I, therefore, would like to review briefly in these next minutes some of the basic developments in the inspiring story of the development of the junior college in California, and then relate this record of progress to our current and future needs and problems.

The challenges facing higher education in California have changed considerably since 1900, when college enrollment amounted to approximately four per cent of the then existing age group of 18 to 21 years. Not only was this college group a small group, but its interests were quite homogeneous. The problem of planning curriculums was comparatively simple, consisting largely of classical languages, literature, mathematics, and philosophy. Even engineering and agriculture were considered somewhat outside of the pale of collegiate work a few decades ago.

This rather narrow concept of collegiate education was not sufficient to meet the needs of a changing society, and pressures began to develop for a broader curriculum, which, in turn, gave rise to new types of institutions. The state normal schools were eventually expanded beyond the field of teacher training, and the junior colleges were established as extensions of the high school, to give post-high school education in some of the occupational fields, and to give work parallel to the lower division of the University.

It was in 1907 that the California Legislature started the junior college movement, even though the term "junior college" had not, at that time, come into general use. The Act of 1907 permitted any four-year high school to add two more years, "which courses of study shall approximate the studies prescribed in the first two years of the university courses." In the 1917 Statutes, Chapter 304, is the first mention of junior colleges, as such, in the statement, "Secondary schools of the state shall be high schools, technical schools, and junior colleges."

By 1920, the Legislature authorized a special legislative committee on education. The report of this committee, commonly referred to as the

Jones report, summarizes the early development of the junior college movement in these words:

... In 1911 the State University rearranged its collegiate instruction into a Lower Division, consisting of the Freshman and Sophomore years . . . and . . . integrated the work of the Lower Division with that of the high school below. The need for duplicating courses in college which had been taken in high school was eliminated, while certain subjects not taken in the high school were required in the Lower Division work. The whole led to the virtual establishment of a unified six-year high school and college course of study, leading at its completion to a so-called Junior Certificate.

In 1920, Stanford University made similar rearrangements of its lower division.

In 1910, the first six-year high school in this state was established in Fresno, and this is generally credited by educational histories to have been the first junior college in the state. Santa Barbara and Los Angeles began such schools in 1912, Fullerton and Bakersfield in 1913, and Long Beach in 1914.

World War I for a time retarded the further development of the junior college, but after the war there was a big upsurge in college enrollment, except in the normal schools, which were less attractive to students than were the more generalized colleges. At the same time there was a teacher shortage, which prompted the Jones Committee to recommend the addition of junior college work in the normal schools, and the upward expansion of the latter in program offerings to lead to the bachelor's degree, with the hope that this broadened program would attract more students to teacher education.

The 1920 committee recognized also that some rearrangement of relationships between the State University and the public school system was necessary, particularly as they affected the teachers colleges which were to be brought under the control of the State Board of Education at that time.

The Jones report suggested, further, that the high school and junior colleges be encouraged to expand their vocational offerings, and that additional junior colleges be developed in the state.

This expansion program was adopted, and a state junior college fund was created to give increased financial aid to communities maintaining junior colleges. It further provided that each high school district not maintaining a junior college, but sending students to junior colleges in other districts, contribute to the junior colleges educating the district's students.

This latter recommendation and local pride apparently had the effect of stimulating a great many high schools to offer junior college work, for, in 1931, the *Report of the California Commission for the Study of Educational Problems* recommended that "in the future, only district

type junior colleges be authorized and the type now known as 'junior college courses in a high school' be eliminated as quickly as possible, . . ." and that no new junior colleges be authorized by the State Board of Education until a preliminary survey shall have determined the wisdom of such action, as judged by the number and distribution of the junior college population in the proposed district, topographical conditions, transportation conditions, taxable wealth, and any other considerations that should affect the decision.

Subsequent establishment of small junior college offerings by high school districts indicate that this recommendation was not considered seriously in some cases. It was not until 1953, twenty-three years after the recommendation was made, that the Legislature added Sections 8819.5 and 4628 to the Education Code which had the effect of carrying out this important policy.

The so-called Suzzallo report, in 1932, picked up the theme of cautious expansion in its forty-seventh recommendation with the words that

. . . in order to avoid the premature or unwarranted expansions which have in the past been the costly product of enthusiastic local or group aspirations, and to avoid wasteful duplicate operations of separate boards in the same fields, all matters involving educational finance be referred before action to the State Council for Educational Planning and Co-ordination. Educational services, however, to which the State has already committed itself should be brought into a high state of effectiveness before any major expansion should be considered.

The Suzzallo commission had specific recommendations that there be no further expansion of senior colleges apart from Berkeley and Los Angeles, and that the whole matter of the allocation of specialized curricula (home economics, music, art, etc.) to the several state teachers colleges be opened for review and reallocation by the University Board of Regents, after study by the Council for Educational Planning and Co-ordination.

In spite of the cautious expansion indicated above, the Suzzallo commission recognized and recommended

the continuance of the existing policy which recognizes legally, if not in fact, that the junior college period is the last stage of the upper or secondary period of common schooling, the dominant purpose of which is general to all the purposes of civilized life insofar as different students wish to or can achieve them.

The 1932 commission further recommended that all authorities recognize

. . . the formal close of secondary education as such by granting the title of Associate of Arts. This should not be considered as marking the successful completion of a secondary schooling, the different years of which may have been taken at different schools.

The title of Associate of Arts thus bestowed is not to be confused with the qualifying function of a junior certificate or any other title or document designed to attest fitness to enter a senior college or a professional school.

Junior colleges have carried out the first part of this latter recommendation, but some confusion has always arisen concerning the meaning of the title Associate of Arts, for the University of California also grants the Associate of Arts degree to those students in the College of Letters and Science who request it, and who have completed lower division pattern requirements for admission to the upper division of the University. This curriculum pattern actually is entirely different from those in the junior colleges.

In 1941 Griffenhagen and his associates in their ninety-two reports, basic to the *Final Report of the Committee on State Reorganization*, included a report on "The Problem of Organization for Education at the Junior College Level," one on "The Seven California State Colleges," and in addition a separate report on each of the state colleges. The seventy-seventh report in the series was on "The Public Junior Colleges of California." The Final Report referred these Griffenhagen reports to the Regents of the University and the presidents of the several state colleges without action. Several items from these reports are extremely interesting from the standpoint of problems and issues in 1954.

The 1941 reports point out that

economical college education is a good state investment because it increases the learning power, and wealth and the consumption of goods. . . . the tax resources of California available for education have scarcely been tapped and the cost of any policy should not control.

These and other studies on higher education in California have made reference to the problems of co-ordination among the University, the state colleges, and the junior colleges.

One of the important contributions of the 1947 *Survey of the Needs of California in Higher Education*, conducted by George D. Strayer, Monroe Deutsch, and Aubrey Douglass, was its recommendation that permanent provisions be established for continued co-ordination of higher education.

You have had an opportunity to participate these past half-dozen years in the work of the Liaison Committee of the Regents of the University of California and the State Board of Education, the Joint Staff, the Technical Advisory Committee, and the various study groups which have been established to assist the Liaison Committee. I have been especially pleased that the junior colleges have taken active part in this co-ordination, and I know that under the chairmanship of President J. Paul Mohr of Sacramento Junior College, the Technical Advisory

Committee will make marked contributions in the year ahead. In fact, President Mohr assumes his chairmanship of this highly important committee at a time when all of us are awaiting with genuine interest and considerable anticipation the recommendations of the present Survey Committee. President Mohr has worked hard these past few years with representatives of the University and the state colleges on these matters of mutual concern.

Time will not permit a detailed report of the work of various committees now working on the various problems and issues. Much progress has been achieved by the Joint Committee on State College-Junior College Relations under the co-chairmanship of George Dotson of Long Beach City College and Malcolm Love of San Diego State College. As you know, this Committee has contributed a splendid statement on the role and responsibilities of these respective segments of our educational structure.

While the so-called Strayer Survey made another distinct contribution by its definitions of the purposes and programs and objectives of the several levels, it has been obvious to all of us for a long time that these statements did not enumerate these specifics which must be defined and listed before any clear or final understandings concerning programs or administration of the institutions could be achieved. I have watched with interest the spelling out of details which has been done by the state-wide committees in the fields of engineering and agriculture and now in each of the professional fields by the current Survey Committee.

The agreements in engineering were based largely upon the work of visiting committees, and then the Technical Advisory Committee has spelled out the specific and distinguishing characteristics of University and state college programs. This study is indicative of the kind of analytical and definitive study which must be made in many hundreds of other areas of mutual concern. Obviously, such studies will call upon the co-operation and contributions of not only junior colleges but state colleges, the University of California, and the various private institutions in California. The purpose of all such study and co-ordination is to provide a planned and co-ordinated program of higher education as California faces the tremendous growth in student population which lies just ahead.

With enrollments more than doubling between now and 1965, and with as great a numerical increase between 1965 and 1970 as between 1960 and 1965, the demand upon the resources of the state for capital outlay and operating support staggers the imagination of all those responsible for recommendations on how to deal with such expansion.

It is therefore incumbent upon all who are interested in higher education of any level and type to set their own houses in order by carefully examining their curriculums to eliminate duplications in courses. We must see that maximum use of courses offered in one department is made

in curriculums in other departments where content is similar; that class size is defensible in terms of the financial resources of the institution; that institutions co-operate in each geographical area to prevent expensive duplication of small specialized curriculums; and that over-specialization is avoided.

It is imperative that physical plant facilities should be examined to see that maximum use is made both in terms of room utilization and pupil stations within rooms. Capital outlay will naturally reflect the policies, procedures, and teaching methods which evolve from answering such questions as those which I have just enumerated concerning curriculum.

In order to further the concept of local control, representatives of all segments of higher education in a given area will need to co-operate in the interests of avoiding duplication and wasteful competition, both in terms of program and capital outlay. The alternative to such co-operation on the local level will be more control by the Legislature or by a central agency, which at all times should be kept at a minimum, consistent with maximum efficiency for the tax dollar invested.

Local autonomy of school districts and junior colleges is far and away the most important single element in our educational progress. We must preserve and enrich it.

The increase in enrollments and its current demands upon the state's economy demonstrates that all districts and all colleges will have to provide a quality of leadership and business efficiency of the highest order. At all costs the various segments of higher education must provide a united front to the Legislature and the public, to the ends that boys and girls, and men and women, shall have a fair share for their education in competition with all other services which the state must provide.

It is to give education an opportunity to examine its own needs and program areas that the Legislature authorized the Restudy of the Needs of California in Higher Education. Co-operation by the junior colleges has been wonderful, and is very much appreciated by my office, the Department of Education, and all those connected with the Restudy. It is hoped that this Restudy will present constructive recommendations concerning the ways and means that the total needs of higher education can be met in California. Through your co-operation you have shared in the development of this over-all evaluation and planning. It is hoped that the rewards of this effort will be returned seven-fold. I have every confidence that it will. The Restudy will be reported to the 1955 Legislature, and it is expected that it will become the basis for sound laws and appropriations for many years to come.

The Association took a prominent part in the conference on problems and issues in higher education which was held as part of the dedication week exercises in mid-October at San Francisco State College. Your president, Leo Wolfson, presented a splendid keynote statement to the conference on concerns of our junior colleges and higher education in

California. Gilbert A. Collyer, president of Shasta College in Redding, participated in the conference session which dealt with the specific issues facing our institutions in this period of great growth and change.

Coming out of this conference was one thought which, above all others, focuses directly upon each of you in the institution which you represent. As these state-wide and national leaders looked at problems of growth and change in higher education in California, the point was that regardless of steps that are taken to raise the admission requirements or to restrict or otherwise limit curriculums, the final answer will always be the same—the junior colleges will be called upon to take care of both a larger number of students and a larger percentage of students of college age.

This, I say to you, presents tremendous financial problems to every junior college, be it a district junior college, a junior college maintained by a unified school district, or a junior college maintained by a high school district. In discussions in the Legislature, on the public platform, and in professional circles, talk centers around the desirability of making education more selective and restricting colleges and universities to upper division and graduate programs and to increased student fees.

Inevitably, each of these and similar proposals mean that, more and more, we will look to the local community for education on the community college level. The day may well come when conferences will be held on how other segments of education can alleviate the unusually heavy demands placed upon your institutions.

I have simply reported to you some of the concern expressed at the San Francisco conference by leaders well qualified to make such observations.

Your president indicated when he extended his invitation to me to participate here tonight that he would like to have me make a personal prediction as to what lies ahead for the junior college. I believe I have answered that question in substance but I will try to be more direct.

No other segment of the educational structure has a brighter future. The public junior college has brought to hundreds of our communities educational and cultural advantages which are being reflected in the economic and social well being of millions of our people. It has provided the preparatory training and personal counseling which has guided and inspired vast numbers of our outstanding young men and women to complete their education in professional fields. It has met the needs of business and industry by its many offerings in the technical and terminal fields. In short, it has been a most deserving partner in our educational structure. If the lessons of history are true, the junior college is destined to become an even brighter star. Its future is one of great optimism. Its opportunities for services are truly unlimited.

The challenges of Communism stand on the near horizon. Our answers as educators and as leaders in a great profession must be in terms

of the courage and skill which we can apply to the programs we direct. The future of the junior college rests in your hands.

May you continue to emphasize in your everyday work those attributes which are basic to the free way of life; integrity, vision, respect for the other person, a faith in people, particularly young people, and a courage to live by one's convictions. May you carry your every responsibility as a true statesman.

The foundation of a free people may be found in these attributes, and on such a basis, also, the public junior college will continue to emerge as our greatest educational frontier. I extend to you my every good wish for continued success in your service to the youth and people of California. Yours is truly important work.

RECREATION SERVICES IN CALIFORNIA SCHOOL DISTRICTS, 1953-54

C. CARSON CONRAD, *Acting Chief, Bureau of Health Education,
Physical Education and Recreation*

Since the enactment of the civic center law in California in 1913,¹ providing for use of school property for public purposes, the public schools have been a major factor in the development of community recreation in the state. Chief among the contributions of the public schools to community recreation are the following:

1. Educating in recreational skills and developing wholesome leisure activities
2. Providing a wide and varied program of school activity in social, physical, and cultural recreation which stems from the subjects taught in the curriculum
3. Planning and designing certain school facilities that are appropriate for community use and making these facilities available for such use
4. Directly administering, financing, and conducting a community recreation program or jointly conducting the community program with another public authority
5. Providing personnel to represent the schools on community recreation commissions

The California State Department of Education conducted a study of the status of school district participation in community recreation in 1948,² which indicated a wide extent of financial and administrative assistance by public schools in this important area of community service. In November, 1952, the Department of Education completed a research project³ to determine the use being made of the new recreation tax law which had been enacted in 1951⁴ and the allocation of school district funds for community services. In January, 1954, the Department of Education completed a follow-up study⁵ concerning the use of the

¹ Enacted as Chapter 395, Statutes of 1913 (Deering Act 7508), and now embodied, as amended, in Chapter 9, Division 9, of the Education Code (Sections 19401-19442).

² Carson Conrad, "Recreation Services in California Public School Districts," *California Schools*, XIX (June, 1948), 169-80.

³ "Recreation Research Project: Status of the Use of the New Recreation Tax Law AB 1691 by California School Districts During the School Year of 1952-53." Sacramento: Bureau of Health Education, Physical Education and Recreation, California State Department of Education, November, 1952. Pp. 23 (mimeographed).

⁴ Assembly Bill 1691, enacted as Chapter 617, Statutes of 1951, now embodied in the Education Code as Section 6357.2.

⁵ "Status of Allocations Made for Community Services and Use of the Recreation Law AB 1691 by California Public School Districts for the Fiscal Year of 1953-54." Bulletin No. 38. Sacramento: Bureau of Health Education, Physical Education and Recreation, California State Department of Education, January, 1954. Pp. 31 (mimeographed).

afore-mentioned recreation tax levy and school budget allocations for community services in 1953-54.

Legal authority for participation by school districts in community recreation is contained in several laws. The civic center law already mentioned authorized the governing board of a school district to grant the use of school buildings or grounds for recreational purposes. The community recreation enabling law of 1939¹ permits cities, counties, and public school districts "to organize, promote and conduct such programs of community recreation as will contribute to the attainment of general educational and recreational objectives for children and adults of the State." The "joint exercise of powers" enactment of 1949² further clarifies the powers involved in co-operative administrative authority for community recreation. The special recreation tax law of 1951 permits a school district with maximum tax rate to levy a special recreation tax, not to exceed five cents on each \$100 of assessed valuation, for services required or authorized by the civic center or community recreation laws.

At the beginning of the school year 1953-54, the Bureau of Health Education, Physical Education and Recreation forwarded questionnaires to all California city and district superintendents of schools and principals of high schools in districts not employing superintendents, requesting data regarding school district participation in school and community recreation during the entire fiscal year 1953-54. The replies to the questionnaires were tabulated by the Bureau of Education Research of the Department of Education. The author is responsible for interpretation of the data.

It must be emphasized that this study did not attempt to review existing curricular practices in leisure education, and that no effort was made to survey the school activity program of intramural and interscholastic athletics.³ The report which follows is concerned with defining the status of the role of California's public school districts in community recreation during 1953-54 by setting forth specific practices in administration and conduct of recreation programs.

YEAR-AROUND RECREATION SERVICES

Number of Programs

Of the 556 school districts answering the questionnaire, 270 reported that they had participated in an organized year-around program of recreation. This represented an increase of 110 districts, or 68.7 per cent, over the number reporting year-around programs in the 1948 study.

¹ Chapter 558, Statutes of 1939 (Deering Act 6553), now embodied in the Education Code as Chapter 4 of Division 12 (Sections 24401-24411).

² Government Code Sections 6500-6513.

³ Except to the limited extent tabulated on page 22.

Financial Support

The 1953-54 study reported that \$3,322,704 in school district funds was budgeted for recreation. This sum was \$672,795 more than the amount of \$2,649,859 budgeted for support of recreation programs during the preceding year 1952-53, and it exceeded the 1948 figure by \$1,505,933, or 93.6 per cent. Of the sum allocated for recreation, a total of \$885,601 was obtained by 148 school districts through special recreation tax levy. The largest single budget allocation for recreation was \$950,134, made by the Los Angeles City School Districts for their Youth Services Program. However, a number of smaller school districts allocated a great deal more per unit of average daily attendance than did Los Angeles.

Programs Administered by School Districts

Thirty-eight school districts reported recreation programs which they had administered and which appeared to be significant in nature. These districts and their budget allocations appear in Table 1.

Joint Financing of Community Recreation

There continues in California a strong trend toward co-ordinated participation by school districts and other public authorities in support of community recreation as authorized by the community recreation enabling law. During 1953-54, such programs were usually conducted under the auspices of recreation commissions on which one or more school districts were represented. Table 2 shows the financial support provided for community recreation in a number of selected California communities having co-ordinated school and community programs.

Some of the outstanding national examples of co-ordinated municipal and school recreation programs are found in California. Among these is that of the Pasadena Department of Recreation, which is administered by the Pasadena Board of Education and financed by three governmental agencies, namely, the Pasadena Elementary School District, the City of Pasadena, and the County of Los Angeles. In 1953-54 the school district and the city each allocated funds for three-eighths ($\frac{3}{8}$) of the total budget and the county contributed the remaining one-fourth ($\frac{1}{4}$) of the total. A Recreation Commission, with representation from both the board of education and the city council, served as an advisory body, and the program was under the administrative direction of a director of recreation employed by the board of education. In conducting an extensive, year-around program of recreation for all age levels, the Department of Recreation utilized 28 elementary schools, 7 junior high schools, 2 junior colleges, 5 city parks, and the Pasadena Civic Auditorium.

An organization chart of the Pasadena administrative structure, which was approved officially by the responsible authorities on March 18, 1954, is reproduced on page 16.

TABLE 1

RECREATION PROGRAMS ADMINISTERED BY SCHOOL DISTRICTS, 1953-54

School district	County	Amount allocated for year-around recreation 1952-53	Amount allocated for year-around recreation 1953-54	Amount raised by recreation tax levy 1953-54	Recreation tax rate 1953-54
Albany city unified-----	Alameda-----	\$26,806	\$33,100	\$6,500	\$.05
Arcade elementary-----	Sacramento-----	NR	6,437	6,437	0.05
Arden-Carmichael union elementary-----	Sacramento-----	NR	10,750	10,750	0.05
Big Creek elementary-----	Fresno-----	29,800	59,640	---	---
Burbank unified-----	Los Angeles-----	34,240	42,771	---	---
Campbell union elementary-----	Santa Clara-----	6,600	7,500	7,500	0.05
Campbell union high-----	Santa Clara-----	28,452	36,977	25,437	0.03
Coalinga-Huron union elementary-----	Fresno-----	40,650	49,900	---	---
Compton union high-----	Los Angeles-----	40,900	55,000	44,000	0.05
Cupertino union elementary-----	Santa Clara-----	8,500	8,500	8,500	0.05
Decoto elementary-----	Alameda-----	5,093	6,420	2,700	0.05
East Whittier elementary-----	Los Angeles-----	10,000	14,500	14,500	0.05
El Monte elementary-----	Los Angeles-----	30,340	36,290	---	---
Fall River joint union high-----	Shasta-----	8,450	8,950	8,950	0.05
Garden Grove union high-----	Orange-----	5,000	4,800	5,000	0.03
Glendale unified-----	Los Angeles-----	80,894	81,216	79,000	0.0483
Glendora elementary-----	Los Angeles-----	9,000	11,000	---	---
Laguna Salada union elementary-----	San Mateo-----	3,000	4,000	2,211	0.05
Lakeside union elementary-----	Kern-----	4,471	4,350	---	---
Lemoore union high-----	Kings-----	13,700	13,725	---	---
Lincoln elementary-----	San Joaquin-----	NR	7,100	---	---
Los Angeles city elementary and high school-----	Los Angeles-----	867,551	950,134	---	---
Manhattan Beach city elementary-----	Los Angeles-----	8,829	14,000	---	---
Montebello unified-----	Los Angeles-----	12,548	25,750	---	---
Mountain View elementary-----	Los Angeles-----	9,000	10,000	---	---
Newport Harbor union high-----	Orange-----	12,500	12,510	---	---
Pasadena city elementary-----	Los Angeles-----	47,646	53,646	---	---
Reef-Sunset union elementary-----	Kings-----	14,020	18,463	---	---
Richmond city elementary } and Richmond union high }	Contra Costa-----{	10,156	91,000	65,786	0.05
Rodeo elementary-----	Contra Costa-----{	16,588	19,450	---	---
San Carlos elementary-----	Contra Costa-----{	8,500	8,977	NR	NR
San Francisco unified-----	San Mateo-----	7,000	9,000	---	---
Santa Monica city unified-----	San Francisco-----	137,133	156,738	---	---
Santa Ynez Valley union high-----	Los Angeles-----	35,000	42,050	---	---
Taft city elementary-----	Ventura-----	6,500	6,500	6,500	0.05
Tahoe-Truckee unified-----	Kern-----	9,633	10,820	---	---
Vista unified-----	Placer-----	8,000	10,000	---	---
Watsonville city elementary } and Watsonville union high }	San Diego-----{	5,000	5,500	5,500	0.05
Whittier elementary-----	Santa Cruz-----{	3,600	3,600	3,600	0.05
	Los Angeles-----	7,200	7,200	7,200	0.05
	NR	13,350	13,350	13,350	0.05

¹ NR means not reported.

PASADENA DEPARTMENT OF RECREATION
Organization Chart

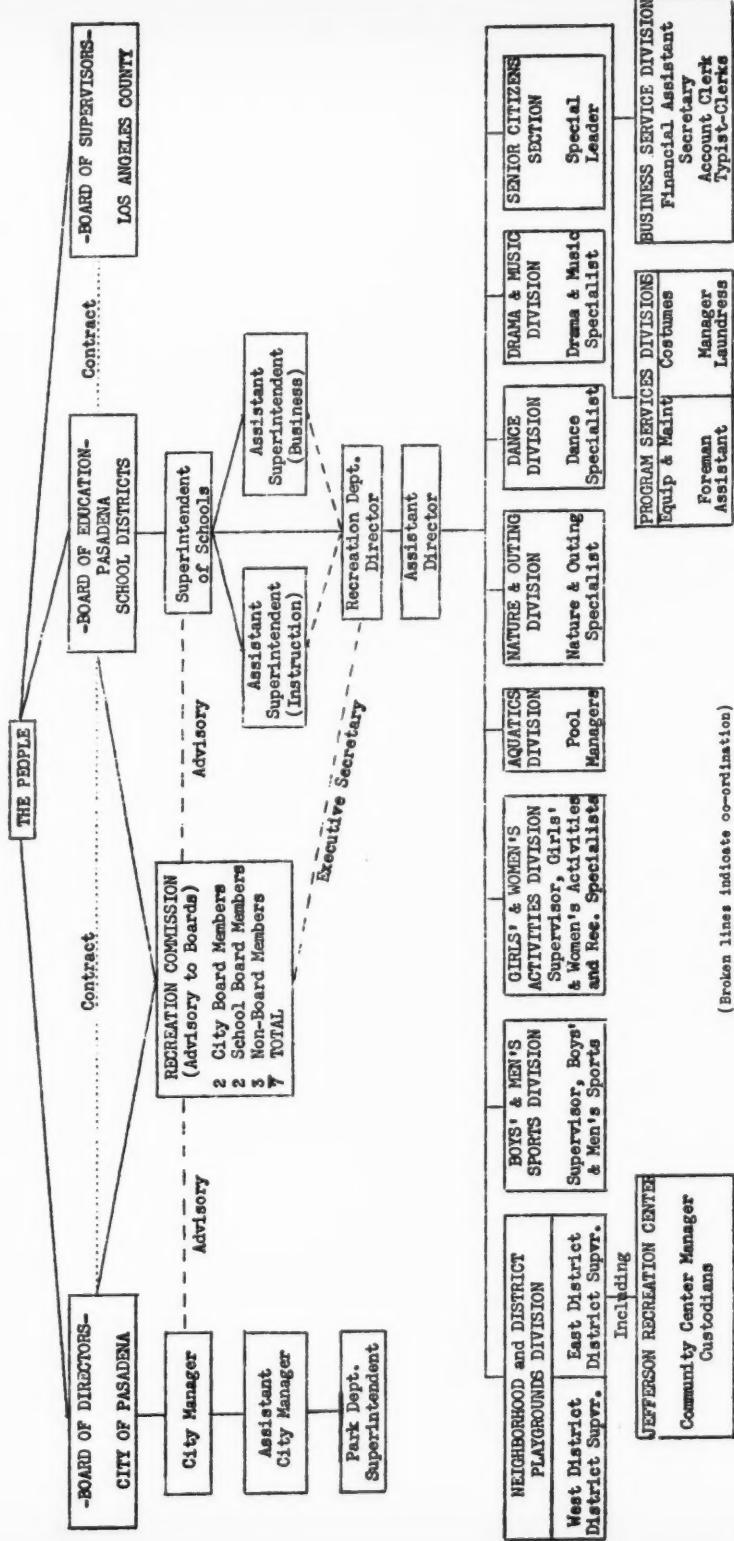


TABLE 2
**COMMUNITY RECREATION BUDGET ALLOCATIONS IN SELECTED
 CALIFORNIA COMMUNITIES, 1953-54**

Community	Elementary school district budget	High school district budget	Unified school district budget	City budget	Total community recreation budget
Alameda.....	---	---	\$13,698	\$105,515	\$119,213
Alturas.....	\$1,100	\$600	---	600	2,300
Azusa.....	7,500	---	---	12,500	20,000
Berkeley.....	---	---	83,133	*\$141,272	506,948
Chula Vista.....	5,000	5,000	---	10,000	20,000
Long Beach.....	---	---	201,845	725,837	927,682
Madera.....	7,000	5,000	---	5,000	17,000
Monterey.....	10,207	---	---	24,615	34,822
Napa.....	9,625	10,770	---	7,172	27,567
Needles.....	5,500	3,000	---	5,000	13,500
Palm Springs.....	---	---	6,000	7,285	13,285
Pasadena.....	53,646	---	---	53,646	#169,136
Pomona.....	7,059	7,059	---	45,697	59,815
Redlands.....	5,000	---	---	12,460	17,460
Richmond.....	19,450	91,000	---	225,625	336,075
Sanger.....	2,400	2,400	---	5,400	10,200
San Jose.....	---	---	25,000	104,800	129,800
San Mateo.....	10,000	---	---	42,361	52,361
San Pablo.....	15,000	---	---	27,000	42,000
San Rafael.....	2,616	7,033	---	5,232	15,581
Stockton.....	---	---	25,000	183,750	208,750
Tracy.....	4,000	4,000	---	4,000	12,000
Tulare.....	8,450	8,450	---	8,450	25,350
Watsonville.....	3,600	7,200	---	10,700	21,500

* Estimated as approximately $\frac{1}{4}$ of the total allocated to Parks and Recreation (\$423,815).

Includes \$61,844 from Los Angeles County budget.

Another good example of utilization of community recreational resources comes from Napa, California. Through a contractual agreement, the Napa City Elementary School District, the Napa Union High School District, the City of Napa, and the Twenty-fifth District Agricultural Association agreed to co-operate in organizing, promoting, and conducting a program of community recreation. Each of these agencies was represented on the Napa Recreation Commission, and all made their facilities available. Custodial care of the buildings was the responsibility of the political subdivision controlling the facilities. The Napa Recreation Commission's budget for 1953-54 was \$27,567, funds for which were secured as follows:

Napa Elementary School District.....	(tax rate, \$0.05)	\$9,625
Napa Union High School District.....	(tax rate, \$0.05)	10,770
City of Napa.....	(tax rate, \$0.04)	7,172

In addition to the facilities provided by these public agencies, the National Guard Armory was also made available for the Recreation Commission's program. To accomplish this, the Napa Union High

School District entered into a contractual agreement with the State of California for use of the Armory "consistent with public park purposes."

The Napa recreation program was under the leadership of a director of physical education, athletics and recreation, and an extensive leisure-time program was conducted for all age levels. The organizational chart of the Napa Recreation Department, reproduced on page 19, illustrates the structure of this thoroughly co-operative arrangement.

A number of other California communities in addition to Pasadena and Napa have also achieved effective co-ordination of public recreation services. It is regretted that space does not permit reviewing some of these.

Personnel

California has been fortunate in having outstanding leadership in the administration of school and community recreation programs. Recreation administrators work under various titles, some of which indicate the multiple responsibilities carried in related areas. Following is a list of representative titles reported by the school districts named after each title. It will be noted that the first eight titles are applied to administrators of school recreation only, while the remaining five titles were reported for administrators having responsibility in other areas as well.

Director or Co-ordinator of Recreation (for school district): Coalinga-Huron union elementary, East Whittier elementary, El Monte elementary, and New-port Harbor union high school districts

Director or Co-ordinator of Health, Physical Education and Recreation (for school district): Arden-Carmichael union elementary and San Francisco city unified school districts

Director, Physical Education, Safety and Youth Services (for school district): Los Angeles city elementary, city high school, and junior college districts

Director, Recreation, Health and Athletics (for school district): Compton union high school district

Director of Recreation (for school district) and *Supervisor and Director of Physical Education*: Albany city unified, Burbank unified, Glendale unified, Montebello unified, Mountain View elementary, Santa Monica city unified, and Whittier city elementary school districts

Co-ordinating Director of Physical Education and Community Services (for school district): Manhattan Beach city elementary school district

Director of Individual Physical Education and Swimming (for school district): Taft elementary and Taft union high school districts

Director of Recreation (co-ordinating school and community recreation): Alhambra city elementary, Hermosa Beach city elementary, Pasadena city elementary, Pasadena city high, Pasadena junior college, San Pablo elementary, Watsonville city elementary, and Watsonville joint union high school districts

Director of Recreation (co-ordinating school and community recreation) and *Supervisor of Physical Education*: Alameda unified, Long Beach unified, Pomona city high (Supervisor of Physical Education for Secondary Schools), Richmond city elementary, and Richmond union high school districts

Director of Recreation and Parks (co-ordinating school and community recreation) and *Supervisor of Physical Education*: Berkeley city unified school district

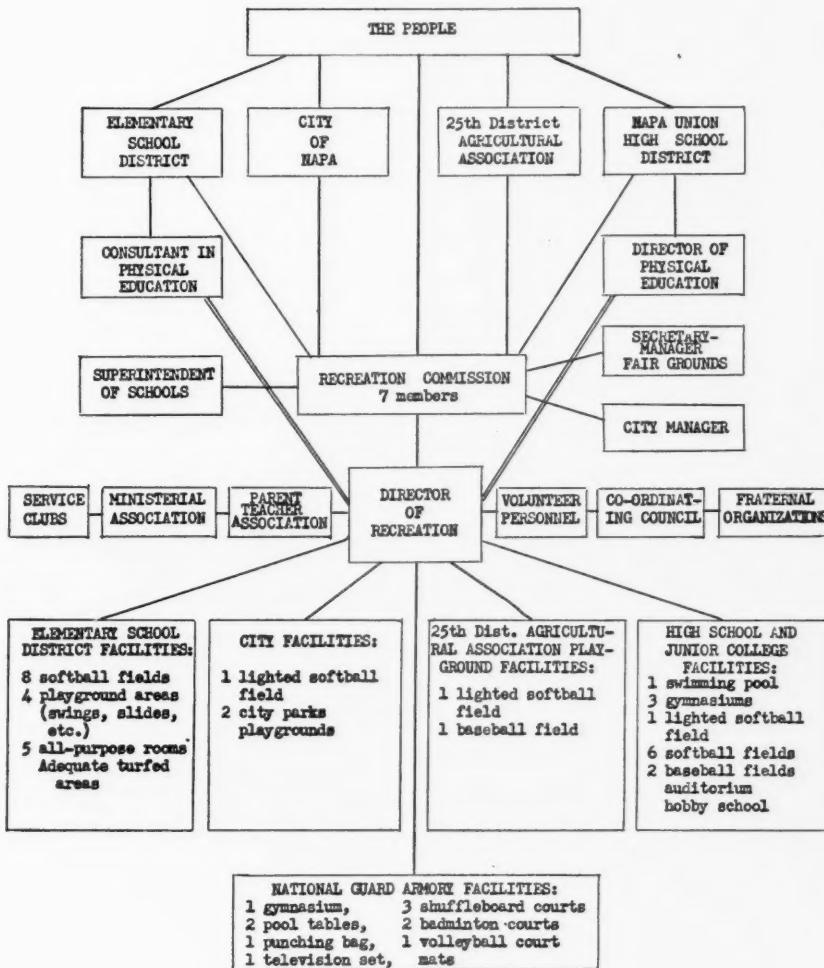
Director, Physical Education, Athletics, and Recreation (co-ordinating school and community recreation): Napa city elementary and Napa union high school districts

Director of Recreation (co-ordinating school and community recreation) and *Physical Education Instructor*: Reef-Sunset union elementary, Rodeo elementary, Big Creek elementary, Decoto elementary, Fall River joint unified, Lemoore union high, Tahoe-Truckee unified, and Alturas elementary school districts

School districts reported that 1,417 year-around recreation workers were also members of the teaching staffs of the school districts.

NAPA RECREATION DEPARTMENT

Organizational Chart



School Activity Programs

Programs of intramural sports and varied activities for all boys and girls who wished to participate were conducted regularly during the school year by most of the school districts included in this study. The following tabulation shows the frequency with which certain times of the day or week were reported by the districts as customarily scheduled for such activities.

Period	Number of school districts	Period	Number of school districts
Noon hour	392	After supper	52
After classes, in afternoon	273	On weekends	103
Recreation period within school day	271	Holiday periods	82

Many school districts offered these programs at more than one time of the day or week, and the totals therefore include duplications. Of the districts reporting, 193 believe the program had been developed sufficiently to meet the needs of all boys and girls.

Facilities, Equipment, and Supplies

Public schools have many of the physical facilities needed for community recreation and are usually accessible and conveniently located whether in rural, urban, or city areas. Their facilities are generally available at periods other than the usual school day. The civic center law, which states that "there is a civic center at each and every public school building and ground within the State,"⁹ has encouraged the use of school facilities for community recreation.

In conducting this study, it was believed advisable to take account only of the outdoor recreation facilities of school districts. A consolidation of reports on facilities available at that time revealed the following facts:

1. There were 13,932 acres of play space in the 2,962 school sites reported.
2. Special facilities were available in the following numbers:

Surfaced tennis courts	1,377	Tetherball standards and courts	5,728
Surfaced basketball courts	4,306	Handball or paddleboard courts	1,121
Surfaced multipurpose courts	1,718	Football, soccer, speedball, hockey, or multipurpose courts	2,121
3. Swimming pools were owned by 83 districts. Types of pools reported were as follows:

Rectangular	77	Triple	1
L-shaped	7	Other types	7
Double	3		
4. Swimming pools were used the year around in 43 districts.
5. Construction of swimming pools is planned in 58 districts. The types of pools planned were reported by some of the districts as follows:

L-shaped	10	Rectangular	8
Double	1	Other types	16

⁹ Education Code Section 19431.

All the districts reporting participation in a year-around recreation program used school playgrounds, fixed equipment, and indoor facilities in these programs. In 217 districts, supplies were furnished for the recreation program.

Supervised Playgrounds

The total number of after-school playgrounds supervised by the school districts reported in this study was 1,191. This represents an increase of 350, or 42.6 per cent, over the 822 supervised playgrounds reported in 1948.

SCHOOL DISTRICT PARTICIPATION IN SUMMER RECREATION PROGRAMS

Administration

During the summer of 1953, a total of 404 school districts participated either financially or otherwise in the support of one or more organized programs of recreation. Table 3 sets forth the number of school districts reporting such programs in each of the 47 counties represented.

TABLE 3

NUMBER OF CALIFORNIA PUBLIC SCHOOL DISTRICTS PARTICIPATING IN 1953 SUMMER RECREATION PROGRAMS, BY COUNTY

County	Number of districts	County	Number of districts	County	Number of districts
Alameda-----	13	Marin-----	6	Santa Barbara..	7
Amador-----	2	Mendocino-----	2	Santa Clara.....	13
Butte-----	4	Merced-----	7	Santa Cruz.....	1
Colusa-----	5	Modoc-----	2	Shasta.....	5
Contra Costa-----	9	Monterey-----	6	Siskiyou.....	1
El Dorado-----	1	Napa-----	2	Solano.....	10
Fresno-----	20	Orange-----	21	Sonoma.....	3
Glenn-----	2	Placer-----	1	Stanislaus.....	11
Humboldt-----	4	Riverside-----	15	Sutter.....	5
Imperial-----	1	Sacramento-----	10	Tehama.....	2
Inyo-----	2	San Bernardino-----	18	Tulare.....	10
Kern-----	28	San Diego-----	22	Tuolumne.....	3
Kings-----	4	San Francisco-----	1	Ventura.....	11
Lassen-----	1	San Joaquin-----	7	Yolo.....	4
Los Angeles-----	79	San Luis Obispo-----	4	Yuba.....	2
Madera-----	2	San Mateo-----	15	Total.....	404

Programs

More of the summer recreation programs in 1953 were conducted for children of elementary school age than for any other group. The junior high school age was next most frequently mentioned in school district

reports of groups served. The number of school districts reporting recreation programs conducted for groups at each of the various age levels indicated was as follows:

<i>Age group served</i>	<i>Number of school districts reporting</i>
Elementary school age	384
Junior high school age	343
High school age	298
Persons 19 to 30 years of age	193
Preschool age	157
Persons 31 to 50 years of age	150
Persons over 50 years of age	102

The programs were offered in the morning, afternoon, or evening, during any two or all of these times of day, and on one or more of the seven days of the week. The following tabulation shows the number of school districts in which programs were in operation at each of the times indicated:

<i>Day of week</i>	<i>Number of districts reporting</i>	<i>program in morning</i>	<i>program in afternoon</i>	<i>program in evening</i>
Monday	284	309	194	
Tuesday	288	316	204	
Wednesday	285	322	209	
Thursday	285	316	203	
Friday	282	317	197	
Saturday	151	138	82	
Sunday	36	69	26	
Total	1,611	1,787	1,115	

Activities

A wide range of recreational activities was provided. Athletic games and sports, reported by 360 school districts, were by far the most frequent. Other activities, in order of frequency with which they were reported by school districts as being offered, were the following:

<i>Activities</i>	<i>Number of districts reporting</i>	<i>Activities</i>	<i>Number of districts reporting</i>
Arts, crafts, hobbies	273	Dramatics	91
Camping, day only	52	Quiet games and activities for "oldsters"	83
Camping, longer period	24	Musical activities	140
Dancing (square and folk) for adults	110	Swimming, aquatics	282
Dancing for children and youth	201	Teen-age clubs	112
		Others	57

Leadership

During the 1953 summer recreation program, 1,039 regularly employed school district personnel were paid for full-time service and 1,187 were paid for part-time service. In addition, 1,518 persons not regularly employed by the school district were paid for full-time service, and 1,501 were paid for part-time service. The total amount paid in salaries

for personnel was \$1,741,317. In addition to paid staff members, 4,985 volunteer leaders participated in the summer program.

School District Services and Facilities Provided

In addition to salaries for personnel, financial support of the summer program provided the following services in the number of districts indicated:

<i>Services provided</i>	<i>Number of districts reporting</i>
Maintenance of areas used	275
Lighting	257
Heating	144
Showers	132
Laundry	44
Equipment (fixed)	258
Supplies	242

Some of the school districts covered in this study made their school facilities available for community recreation in other than school hours all through the year. Other districts promoted or permitted such use only in summer when school was not in session. The following tabulation summarizes the types of facilities provided and shows the number of school districts reporting their use either in summer only or in all-year programs.

<i>School facilities provided for community recreation</i>	<i>Number of school districts reporting use of facilities</i>	
	<i>in summer only</i>	<i>year around</i>
School playgrounds	180	224
Gymnasiums	67	137
Auditoriums	77	113
Multipurpose rooms	80	97
Softball diamonds	184	183
Swimming pools	106	43
Baseball diamonds	133	129
Classrooms	129	75
Shop rooms	45	27
Tennis courts	100	127
School camps	7	8
Others	35	20

COMMENTS SUBMITTED WITH QUESTIONNAIRES

A number of comments were volunteered by the persons who supplied the information on the questionnaires returned by school districts. Space does not permit including all of the comments, but some items of special interest are quoted.

"There is a critical need in Hoopa for recreational programs. The district is too poor to provide financial assistance (assessed value is \$251,460). Voting a recreation tax (Sec. 6357.2) is no answer. I think there are many rural areas that need recreational activities but until either the county or state will assist us little can be done other than by local volunteer organizations."

—CLIFFORD W. JORDAN, *District Superintendent,
Hoopa Valley Unified School District*

"This district contracts with the City of Azusa for Recreation. The budget for 1953-54 was about \$20,000, of which the school district will pay \$7,500 and the city will pay about \$12,500. A full-time director is furnished by the county on condition that the school district and city pay all other costs. All city facilities (parks, plunge, city auditorium) are made available and all school facilities (playgrounds, multi-purpose rooms, etc.) are made available."

—D. THEODORE DAWE, *District Superintendent,
Azusa City Elementary School District*

"Our program is a community project. Beardsley, Standard, and Aztec are combined into the north of the river recreation program. Various amounts of money are obtained from these schools, as well as money from the county. A budget of \$8,200 has been set up for '53-'54. A council administers the whole program."

—JACK K. HIEMFORTH, *Recreation Director,
Standard Elementary School District, Kern County*

"We have extensive physical facilities for recreation and have spent our funds in maintaining them. We are now conscious of a need for programming and organizing for that purpose."

—WALTER ELLIOTT, *President, Recreation Commission,
Valley Center Union Elementary School District*

"We have a town recreation commission into whose authority we pay \$1,000, and the high school \$1,000. The memorial swimming pool is the most actively used part of the program. Additional interests care for little league ball teams to accommodate many boys, almost too many. The recreation commission operates a wading pool and park games in summer in addition to swimming activities. The city recreation grounds and the park provide excellent locations for all activities. Tumbling at the high school includes many elementary children during the school year. The recreation program is not very well worked out for winter. Our elementary schools have noon and afterschool sports on our own without aid or control of the commission."

—EUGENE G. RICE, *District Superintendent,
Exeter Union High School District*

"Recreation in Ontario is under the control of the Recreation Commission, whose members are appointed by the City Council. Activities are mainly concentrated in the summer months. The Director of Recreation, and a number of recreation employees, are teachers in the Chaffey Union High School. The latter school is not a part of the Ontario School District. Ontario School District embraces eight elementary schools and one junior high school. Contribution of the district to recreation is through making buildings and facilities available to the Recreation Department of the City of Ontario."

—T. T. LINDSAY, *Director, Ontario
Recreation Commission*

"We have operated under a Recreation Commission on which the Board of Education is represented. At present we are in the process of setting up a 'Parks and Recreation Commission' which will tie closer together the schools, park and recreation departments. Two of the five members on the new commission will be nominated by the school board.

By agreement with the City Council the recreation director is a certificated employee of the Board of Education. Our experience has been that the co-ordination resulting from our present organization has been highly satisfactory.

We have developed the *park-school* idea at two centers and are contemplating more of them. A new community building, built by the city on park property, will be rented by the school district for school purposes during the daytime.

All the school facilities are made available for recreation purposes as needed, when not used for the regular school instructional program, at no cost to the department except for extra janitorial services."

—RALPH WELCH, *Director of Recreation, Pomona
City Elementary and High School Districts*

"The elementary school district is ready to participate financially and otherwise as soon as the recreation commission sets up a satisfactory administrative and constructive recreation framework."

—MAYBERT A. BRUSH, *District Superintendent, Willows Union Elementary School District*

"Any inconsistency is probably due to fact that [1953-54] was our first year of operation. Plan was to sponsor summer softball only. Seems now there will be sufficient funds for some basketball and square dancing, so we plan to extend program on a partial year-round basis, with view to further expansion next year."

—GEORGE BOGDANOFF, *Teacher, Riverdale Joint Union High School*

"Unique arrangement here—we put \$2,000 per year into recreation program. Also make available all of our facilities, but actual operation is by City Recreation Director."

—WILLARD R. INGALL, *District Superintendent, San Bruno Park Elementary School District*

"The San Carlos Council on Youth Recreation is a joint activity of the city and elementary school district administered by the Superintendent of Recreation and two consultants on the school staff (Physical Education and Speech Arts) each allotting one-half time to the Council. The advisory council consists of school administrators and teacher representatives, meeting with the city-appointed recreation commission. This joint activity is for the school year only. The summer program is solely city-sponsored."

—C. ERIC PEARSON, *Consultant in Physical Education and Director of Recreation, San Carlos Elementary School District*

"Recreation Commission Board consists of five members: two (2) from school (appointed by); two (2) from city; and the 5th member elected by the four."

—JACOB F. WIENS, *District Superintendent, Hemet Valley Union Elementary and Hemet Union High School Districts*

"To the end that you will better understand our very satisfactory arrangement with the Recreation Department with regard to the Community Recreation Law, there is also enclosed a copy of the agreement which was developed between representatives of the city schools and the City Recreation Department and signed by officials of both the City Council and the Board of Education. This interpretative document has been most helpful and effective in the joint usage of the facilities of each unit. Through the express provisions of this instrument the Recreation Department is charged with the responsibility of operating and financing the recreation program for the City of San Diego, using whichever of the school facilities that are deemed necessary; maintenance and custodial costs being borne by the School District. Conversely, the School District is empowered to use the facilities of the Recreation Department when desired."

—DARRELL SMITH, *Supervisor of Physical Education, San Diego City Unified School District*

"Full time recreation in Tracy is only twenty months old and consequently is still in an experimental stage. It appears that the future will bring about either departmentalization with the City or integration into the school system as a true district."

—W. W. CROW, *District Superintendent, Tracy Union High School District*

"A large share of the year-round recreation program is carried by faculty members who serve in an after-school capacity as team coaches. In some cases these teachers are, and in other cases they are not, reimbursed for the additional services."

—C. G. MONTGOMERY, *District Superintendent, Trona Unified School District*

"A major factor in the effectiveness of Long Beach's public recreation program has been the co-ordinated recreation plan administered by the Recreation Commission.

Four of the nine commission members are the City Manager, the Superintendent of Schools, a member of the City Council, and a member of the Board of Education. Five citizens are appointed for five year staggered terms by the above four and approved by the City Council. The Supervisor of Health and Physical Education of the Long Beach Public Schools is the Director of Public Recreation.

The co-ordinated plan brings the recreational resources of the school system and the municipality under central direction, thereby avoiding duplication of costs, facilities, services, and personnel.

The significance of the co-ordinated plan in enabling the city to meet its increasing needs for recreation has been dramatically demonstrated within the past few years. Modern gymnasiums, swimming pools, school playgrounds, tennis courts, auditoriums and athletic fields are among the Board of Education facilities available to supplement the city facilities for community recreation when not needed for school purposes."

—WALTER SCOTT, *Director of Municipal and School Recreation, and Supervisor of Physical Education, Long Beach Unified School District*

"In 1945, community forces requested that city and school authorities pool their resources and sponsor a city-wide recreation program. Both authorities agreed to provide funds and formulated the following plan:

The Watsonville Union High School District is the legal authority and shall administer the budget and program using city and school facilities. The city is the co-sponsor.

Funds from the City Government, Elementary and High School Districts make up the recreation budget.

The Recreation Department was established and housed within the high school building. The Recreation Director for city and schools was hired by the high school board.

The plan was adopted because the schools owned most of the public properties."

—JAMES FONTANA, *Director of Recreation, Watsonville Union High School District*

"The community recreation program in Richmond, California, is unique in its co-ordination of school and city administrative forces. The director of recreation of the City of Richmond serves in a dual capacity as head of the Recreation Department and the Physical Education Department in the Richmond School District.

As director for all municipal recreation, he is responsible for the recreation affecting all ages. In his capacity as director of physical education, he is a certified member of the school administrative staff and is responsible for the instructional program of physical education and athletics in the public schools. Supervision of this centralized type is beneficial in minimizing duplication of effort and expense as well as insuring full use of all facilities.

Because a long-range plan is an essential part of the development of any program, a master plan for community recreation was developed and finally adopted by Richmond in 1949. More than twenty-five years ago the city government and the school department began to acquire adjacent properties for school sites and park areas.

From this initial step has grown the policy of co-operation between the City Planning Division and the Director of School Planning, particularly in the area of site selection and development for usage by city and school.

In both selection of sites and the development of areas, the Director of Recreation is accorded the courtesy of consultation by both branches of government concerned. Out of this has grown a comprehensive program which includes neighborhood play areas, school playgrounds, centers for teen-age youth, the Art Center, and the municipal swimming pool.

The director of recreation is aided in matters of site selection and general policy by the Richmond Recreation Committee, made up of seven lay members appointed by the Mayor and confirmed by the City Council. Ex-officio members of the Recreation Committee include the Mayor, the Director of Public Works, the Director of Planning, and the Superintendent of Parks. In addition, site proposals may be initiated by the Planning Commission, the Recreation Commission, the City Council, the City Manager, the Director of Public Works, or by public petition. In each case the proposal is submitted to all agencies for approval."

—IVAN W. HILL, *Director of Recreation and Supervisor
of Physical Education, Richmond Public Schools*

CONCLUSION

The data presented in this study indicate the broad and diversified participation of California's public school districts in community recreation. The reports gathered from school districts mentioned many ways in which the schools have contributed to developments in this field. In some communities the school was the only agency operating the community recreation program. In others the schools helped in planning, and co-operated in conducting, the program with the municipalities or recreation districts which administered the service. Some communities had a co-ordinated department of municipal and school recreation which was jointly financed and was administered by a co-ordinating director of recreation employed by the city and the school district. School district facilities were used the year around in 270 school districts. Over 1,400 year-around recreation workers were also members of the school teaching staffs.

During the six-year period from 1947-48 to 1953-54, there have been increases of 68.7 per cent in the number of school districts participating in support of community recreation programs and 93.6 per cent in the total school district funds budgeted for recreation. The special recreation tax levy has undoubtedly been a significant factor in these increases, as \$885,601 was provided for recreation purposes through this source.

The permissive enabling authorizations mentioned at the beginning of this report have been a major influence in the development of co-operative programs of community and school recreation. This co-operation has extended beyond the 1948 level to include, in a number of California communities, combined planning for education-recreation facilities by school districts, cities, and counties. Planning of this kind will insure better value from the tax dollar by utilizing existing public resources and facilities and eliminating duplication of public services and facilities.

CALIFORNIA SCHOOL DISTRICT ORGANIZATION, 1953-54

DRAYTON B. NUTTALL, *Chief, Bureau of School District Organization*

Activities in the field of reorganization of California school districts during the calendar year 1953 were reflected generally in the changes in school district organization which became effective on July 1, 1954. The accompanying tables summarize information relating to these and other changes in school district organization that have occurred since 1935, the year in which legislative provision was first made for unification of school districts.

Table 1 shows the number of school districts in operation in the state reported at five-year intervals from 1935-36 to the present. The total number of districts decreased 1,113 during this period. The decrease has resulted from the combining of existing districts through unification, unionization, or annexation. Since 1945-46, the year in which the provisions for optional reorganization of school districts by electors¹ became effective, the number of districts has decreased at the average rate of 70 per year.

The changes in California school district organization that have been effected through the provisions for optional reorganization are presented in Table 2. During 1953, county committees on school district organization made 12 recommendations for changes, two of which failed to receive the approval of the State Board of Education. Of the remaining ten approved proposals that were put to vote in local elections, eight were successful and became effective on July 1, 1954.

During the entire operation of the provisions for optional reorganization of school districts, 127 recommendations made by local study committees or county committees received the required approval of the State Commission on School Districts or the State Board of Education, as respectively required, and were made the subject of local elections. Of these proposals, 46, or 36.2 per cent, were successful. The proportion of successful recommendations has increased in recent years. Of the recommendations made and approved in 1953, to become effective in 1954-55, eighty per cent have been voted into effect.

Since the provisions for optional reorganization were enacted, there has been a rather constant increase in the number of unified school districts. Five additional unified districts began operation in 1954-55, making a total in the state of 88.

¹ Chapter 16, Division 2, of the Education Code of California, comprising Sections 4871 to 4991, inclusive.

TABLE 1

**NUMBER OF CALIFORNIA SCHOOL DISTRICTS IN OPERATION
1935-36 TO 1954-55¹**

Level or type of district	1935-36	1940-41	1945-46	1950-51	1954-55
Elementary school-----	2,735	2,512	2,248	1,779	1,590
High school-----	295	265	260	245	236
Junior college-----	17	14	14	20	20
Unified school-----	0	40	46	67	88
Total-----	3,047	2,831	2,568	2,111	1,934

¹ Data from records of apportionment of State School Fund.

TABLE 2

**CHANGES IN SCHOOL DISTRICT ORGANIZATION, 1947-48 TO 1953-54,
MADE UNDER LEGAL PROVISIONS FOR
"OPTIONAL REORGANIZATION OF SCHOOL DISTRICTS BY ELECTORS"**

(Chapter 16, Division 2, Education Code, Sections 4871-4991)

Type of district formed or change made	Number of recommendations	Reorganization			Per cent successful
		Succeeded	Failed		
CHANGES MADE 1953-54 (effective July 1, 1954):					
Unified districts-----	5	3	2		60.0
Union elementary districts-----	3	3	--		100.0
Annexation to unified district-----	1	1	--		100.0
Annexation to elementary district-----	1	1	--		100.0
Total-----	10	8	2		80.0
RECAPITULATION OF CHANGES 1947-48 TO 1953-54:					
Unified districts-----	90	26	64		28.8
Union elementary districts-----	24	10	14		41.6
Union high school districts-----	3	3	--		100.0
Junior college districts-----	3	1	2		33.3
Annexations to unified districts-----	3	3	--		100.0
Annexations to elementary districts-----	2	1	1		50.0
Boundary change-----	1	1	--		100.0
Exclusion from high school district-----	1	1	--		100.0
Total-----	127	46	81		36.2

Table 3 shows the number of unified districts that have been formed each year since the enactment of legislation authorizing such districts. The largest number formed in any single year was 35, which began operation in 1936-37 as a result of the automatic formation of unified districts wherever elementary school districts and high school districts were coterminous.

TABLE 3
NUMBER OF UNIFIED SCHOOL DISTRICTS ESTAB-
LISHED AND IN OPERATION IN CALIFORNIA,
1936-37 TO 1953-54

Fiscal year	Number established	Number in operation
1936-37	35	35
1937-38	1	36
1938-39	--	36
1939-40	2	38
1940-41	2	40
1941-42	--	40
1942-43	1	41
1943-44	1	42
1944-45	2	44
1945-46	2	46
1946-47	1	47
1947-48	--	47
1948-49	8	55
1949-50	7	62
1950-51	5	67
1951-52	2	69
1952-53	8	75*
1953-54	8	83
1954-55	5	88

* In order to permit formation of a county-wide high school district in Nevada County, the Nevada City Unified district was discontinued and became part of the larger high school district.

The former San Lorenzo Unified district became part of a new, larger San Lorenzo Valley Unified district counted among the eight formed in 1952.

Change of all kinds in school district organization which became effective July 1, 1954, are summarized in Table 4. The number of changes of each kind which, before the change was effected, received consideration in some way by the committee on school district organization in the county concerned, is also indicated in this table.

TABLE 4
**CHANGES IN SCHOOL DISTRICT ORGANIZATION WHICH
 BECAME EFFECTIVE JULY 1, 1954**

Kind of change	Number of changes made	Number of changes considered by county committee ¹
Formation of new districts:		
Unified-----	5	4
Union elementary districts-----	11	8
Annexations:		
To unified districts-----	2	1
To regular elementary districts-----	8	4
To union or joint union elementary districts-----	5	4
Boundary changes:		
Between elementary districts-----	36	8
Between unified and elementary districts-----	7	7
Lapsations and subsequent annexations:-----	7	2
Total-----	81	38

¹ "Considered by committee" means that a county committee considered the proposed change prior to its being effected, although the actual accomplishment of the change may not have been completed through the provisions of Chapter 16, Division 2 of the Education Code.

DAYLIGHT CONTROLS FOR FILM PROJECTION IN CLASSROOMS

CHAS. BURSCH, *Assistant Division Chief, School Planning, and*
FRANCIS W. NOEL, Chief, Bureau of Audio-Visual Education

The purpose of this article is to help eliminate the existing confusion regarding the need for daylight-dimming controls during classroom use of instructional films and other projected materials.

Reports from many parts of the state indicate that claims are being made that the continued improvements in projectors and screens have made satisfactory projection possible without dimming the daylight in classrooms that have a high level of daylight. However, neither the Office of School Planning nor the Bureau of Audio-Visual Education has sufficient evidence to warrant such an opinion at this time, and until successful projection without light-dimming controls is conclusively demonstrated, these agencies believe that some devices for daylight dimming in classrooms that have a very high level of daylight should be provided in order to protect the audio-visual programs in these classrooms.

Important advances have been made in increasing the intensity of light in projectors and in the efficiency of the optical systems of projectors, as well as in the reflective characteristics of screen surfaces. Because of these advances, fairly satisfactory projection may now be obtained without light-dimming controls in classrooms that do not have a high level of daylight. These results, however, should not be interpreted as evidence that the same success is possible in all high-level daylit classrooms. For this reason the inclusion of daylight-dimming devices to facilitate projection is permitted in the plans for buildings constructed with State School Building Aid funds.

It is desirable for the visual comfort of classes, for convenience, and for economy that satisfactory projection become possible in all classrooms without the use of daylight-dimming devices. Screen and projector manufacturers are seeking ways to make this possible, and the State Department of Education is hopeful that a satisfactory screen will be perfected which will make daylight dimming unnecessary. Considering the instructional and economic importance of such a development, it is understandable that extravagant claims have been made for some screens now on the market. It is probable that seemingly successful demonstrations have been conducted at favorable hours of the day in classrooms that have a high level of daylight, and that such demonstrations have encouraged the inference that the right kind of screen is the answer to the projection problem under all daylight conditions. It is

therefore recommended that school authorities wishing to consider the use of such screens in lieu of daylight-dimming devices make careful tests of screens under the light conditions that will prevail in the classroom situations where the screens are to be used.

To assist school authorities in making decisions about such equipment, the office of School Planning and the Bureau of Audio-Visual Education will, in the near future, co-operate in testing screens under high-level daylighted classroom conditions and comparable light intensities and will later release reports covering such tests.

The importance of this problem in the educational program of California becomes apparent when the developments in audio-visual education since World War II are considered. The public is conscious that the training programs of business, industry, and the Armed Forces make extensive use of the projected image, either in motion pictures or as "still" pictures in the form of strip films or slide transparencies. The public is not so well aware, however, that the public schools are likewise using these instructional tools extensively in the educative processes. Nor is the public conscious of how much of the public school curriculum in every subject on all levels, from the lower elementary grades through the colleges and universities, is being presented in visual form or supplemented through visual aids. This development is important in that it increases the effectiveness of teaching. "More learning in less time" through audio-visual education is especially important in these days of pressure upon school systems that are expected to make room for a steadily increasing number of boys and girls and teach them more subjects, more thoroughly.

California is recognized as being in the forefront nationally in the provision and use of visual materials in its public schools. Statistics supporting this reputation are impressive. At the close of the school year 1953-54, California had 128 audio-visual education service centers providing these materials through offices of county superintendents of schools and through the larger school districts; in addition to this, 47 such centers served colleges and universities and 12 additional centers in public libraries served the needs of nonschool groups.

These service centers had 111,399 instructional films; 50,977 films were in the units operated by county superintendents of schools, the remainder of 60,322 films being distributed largely in the units conducted by the larger school districts and the rental film libraries of the University of California. The replacement value of these films would be over \$7,500,000.¹ The same units possess 170,983 filmstrips having a replacement value of over \$680,000.² No figures are available regarding the large number of color slides owned and distributed by such centers.

¹ At the average cost of \$70.00 per unit.

² At the average cost of \$4.00 per unit.

The number of sound motion picture and filmstrip projectors owned by the schools and colleges is also impressive—7,626 sound film machines and 7,813 filmstrip projectors having a replacement value of over \$3,-400,000¹ and \$649,000² respectively.

The combined replacement value of these holdings is over \$10,000,000.

In view of the foregoing facts, which accent the magnitude of the need for optimum conditions for use of projectors in California classrooms, the following joint statement is made by the office of School Planning and the Bureau of Audio-Visual Education:

1. Because of the importance of the long-range instructional, economic, and visual comfort value, and the convenience, of achieving adequate projection in classrooms without daylight-dimming devices, the two offices concerned will continuously encourage and seek ways and means of perfecting daylight projection.
2. As new devices purporting to accomplish projection without daylight-dimming are made available, the two offices will arrange to test these devices co-operatively in typical daylight classroom conditions and will jointly release reports regarding the results of these tests.³
3. Until successful projection in typical, high-level daylit classroom conditions without light-dimming devices is an accomplished fact, school authorities should consider carefully the adverse and serious consequences that will result if they do not include light-dimming devices in new classroom construction.

¹ At the average cost of \$450.00 per unit.

² At the average cost of \$85.00 per unit.

³ The reports will be published in the Department's official periodical, *California Schools*.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

ADOPTION OF REGULATIONS BY DIRECTOR OF EDUCATION

Rentals for Dormitory Units at State Colleges. The Director of Education, acting under the authority of Education Code Section 20356 and with the approval of the Director of Finance, amended Section 951.6 of Title 5 of the California Administrative Code by amending subsection (b) thereof, relating to rentals for dormitory units at state colleges. As emergency regulations, this amendment became effective November 10, 1954.

State College Fees and Fee Refunds. The Director of Education, acting under the authority of Education Code Sections 20343.1, 20357, 20472, and 20473, and with the approval of the Department of Finance where required, amended Article 2 of Group 5 of Subchapter 4 of Chapter 1 of Title 5, California Administrative Code, consisting of Sections 947 and 950, relating to state college fees and fee refunds. As emergency regulations, these amendments became effective December 2, 1954.

NOTE: The complete text of the sections of Title 5 of the California Administrative Code as amended by action noted in the two preceding paragraphs will appear, respectively, in California Administrative Registers 54, Number 24 (November 10, 1954) and Number 25 (December 4, 1954). Reprints of pages of Title 5 in these registers have been ordered for distribution as usual by the State Department of Education to the holders of the departmental edition of Title 5.

DISPLAY OF THE BEAR FLAG

The Superintendent of Public Instruction has recently received a letter from the Flag Observance Committee of the Native Sons of the Golden West, requesting that California schools be reminded of the legal requirement that the State Flag (the Bear Flag) be flown with the American Flag at all open-air sports events. The reason for the request was that several recent instances had been noted of the absence of the Bear Flag on such occasions.

The provisions of law regarding display of the Bear Flag, formerly contained in Act 2636 of the General Laws of the State, were placed by the Legislature of 1953 in the Government Code of California as Sections 430 to 437, inclusive. For the convenience of school personnel

responsible for display of flags on school grounds and at school events, the applicable Government Code sections are here quoted in full.

Laws and regulations relating to display of the Flag of the United States, with which the Bear Flag is to be flown, are contained in Education Code Sections 18901 and 18902, and California Administrative Code, Title 5, Sections 73 and 73.5.

GOVERNMENT CODE OF CALIFORNIA

DIVISION 2. STATE SEAL, FLAG, AND EMBLEMS

Chapter 3. Display of Flags (Chapter 3 added by Stats. 1953, Ch. 170, as part of codification)

430. The Flag of the United States and the Flag of the State of California (the Bear Flag) shall be prominently installed, displayed, and maintained in the following places:

- (a) In the courtrooms of all courts of the State.
- (b) In all rooms where any court or any state, county, or municipal commission holds any sessions.

431. The Flag of the United States and the Flag of the State shall be prominently displayed during business hours upon or in front of the buildings or grounds of or at each of the following places:

- (a) Each public building belonging to the State, a county, or a municipality.
- (b) At the entrance and exit of every state park.
- (c) At the entrance or upon the grounds of each campus of the University of California.
- (d) At the entrance or upon the grounds or upon the administration building of every university, college, high school, and elementary school, both public and private, within the State.
- (e) Upon or at every agricultural inspection station just inside California and located on every highway leading into California.
- (f) At the entrance of or within every state highway maintenance station where personnel reside or are on duty at the time necessary to raise and lower the Flag.

(Amended by Stats. 1953, Ch. 1227.)

432. The Flag of the United States and the Flag of the State shall be prominently displayed during any and all games and performances of every kind which take place in a coliseum, stadium, bowl, or other open air site, and at all race tracks where racing is being conducted.

433. The National and State Flags shall be carried at the head of any procession or parade of:

- (a) The National Guard.
- (b) The California State Guard.
- (c) Any other state military organization.
- (d) Sheriff's posse.
- (e) City police or fire department.

434. Where the installation or display of the Flag of the United States and the Flag of the State in a place publicly owned, whether by the State, a county, or a municipality, is prescribed, public officials charged with furnishing the place shall provide for the acquisition of the flags and their installation, display, and maintenance pursuant to this chapter.

435. Where a city or county has adopted an official flag, it is unlawful for any other city or county to adopt an official flag so similar that it might deceive or mislead anyone as to the city or county to which it belongs.

436. Where the National and State Flags are used, they shall be of the same size. If only one flagpole is used, the National Flag shall be above the State Flag and the State Flag shall be hung in such manner as not to interfere with any part of the National Flag. At all times the National Flag shall be placed in the position of first honor.

437. The superior court having jurisdiction of the offense shall enforce this chapter on the complaint of any citizen of the county.

CIVIL SERVICE EXAMINATIONS FOR BUREAU CHIEFS

The State Personnel Board has announced that the civil service examinations for Chief, Bureau of Guidance, and Chief, Bureau of Health Education, Physical Education and Recreation, will be held on February 12, 1955. The final date for filing applications is January 21, 1955. These two positions are in the Division of Instruction of the State Department of Education in Sacramento.

Examination announcements and application forms are available at offices of the State Personnel Board: 1015 L Street, Sacramento 14; 515 Van Ness Avenue, San Francisco 2; and 110 State Building, Los Angeles 12.

APPOINTMENTS TO STAFF

ROBERT F. STONE, former Field Representative in School Administration, has been appointed as Field Representative, College Facility Planning, in the Division of State Colleges and Teacher Education, and is working in the capital outlay program of the state colleges.

ROBERT L. MELODY and THOMAS W. NELSON have been appointed as Vocational Rehabilitation Counselors in the Los Angeles District office of the Bureau of Vocational Rehabilitation. Mr. Melody earned the bachelor's degree in psychology at the University of San Francisco and has also done further work at that institution. In 1950-51 he was employed as Vocational Rehabilitation Officer in the Oakland District office of the Bureau, and since that time has been serving in the Alameda County Welfare Commission's program for needy children. Mr. Nelson completed his college training at Pasadena Junior College, Fresno State College, and the University of Southern California. He has been employed by the U. S. Veterans Administration in Los Angeles, counseling veterans on various phases of their entitlement to government benefits.

MRS. LORENE E. MARSHALL has been appointed Consultant in Elementary Education, with headquarters at Sacramento. Mrs. Marshall is a graduate of the University of California, Los Angeles, and has done graduate work at that institution as well as at the University of Chicago and the University of Redlands. She has recently served as a consultant

in elementary education in the office of the Superintendent of Schools of Riverside County.

EUGENE B. HELFER has been appointed Production Engineer, California Industries for the Blind, with headquarters in Los Angeles. Mr. Helfer holds the B.S. degree in industrial engineering from the Industrial Engineering College of Chicago. His experience includes several year's service as industrial engineer with various manufacturing concerns, and he has recently been self-employed as consulting industrial engineer.

INTERPRETATIONS OF LAW APPLICABLE TO SCHOOLS

LAURENCE D. KEARNEY, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

OPINIONS OF CALIFORNIA ATTORNEY GENERAL

Transportation of Minors Living in a Boarding Home

The \$1.50 limit imposed by Education Code Section 16255 does not apply to a contract made by the governing board of a school district with the operator of a boarding home for children for the transportation of minors residing at the home. (AGO 54-51; 23 Ops. Cal. Atty. Gen. 213.)

Attendance at Newly Established Junior High Schools

If the establishment of a junior high school is approved pursuant to Education Code Section 8752 by a majority of the boards of trustees of the elementary school districts comprising a high school district, the elementary districts which maintained a course of study embracing eight years during the years 1943-1944 and 1944-1945 will not be compelled to send their seventh and eighth grade students to the junior high school. Education Code Section 10301.3 confers upon those governing boards the right to continue a course of instruction consisting of eight years. Education Code Section 8755, however, confers upon the pupils who desire to attend the junior high school the right to do so. The two sections are not in conflict.

If such an elementary district once abandons its seventh and eighth year classes, it cannot later re-establish such classes. (AGO 54-68; 23 Ops. Cal. Atty. Gen. 216.)

Teacher Who Becomes State Employee Entitled, Under Certain Circumstances, to Credit in State Employees' Retirement System for Public School Teaching Service

An officer or employee of the State may obtain credit for service as a school teacher as local service in the State Employees' Retirement System if, at the time he becomes a member, he is not or was not credited for such local service in another public retirement system. If a person *at the time he became a member* of the State Employees' Retirement System did not have credit in another retirement system of

a school district or political subdivision because he had lost retirement credit in the retirement system by operation of law or because he voluntarily had withdrawn his contribution, he is entitled to credit in the State Employees' Retirement System for his local service, if he so elects. Government Code Section 20930.5 does not, however, permit him to disenable himself from entitlement to credit for local service in the other retirement system *after* he becomes a member of the state system by voluntarily terminating his credit in the other system. (AGO 54-57; 24 Ops. Cal. Atty. Gen. 16.)

Lease of State College Property

The football stadium and baseball park of the Fresno State College may be leased pursuant to Government Code Section 13109 to organizations whose membership and purpose do not meet the requirements of Education Code Section 20354.

The Director of Finance may execute such a lease with the approval of the Director of Education. The Director of Education can refuse consent if in his judgment the lease would interfere with the activities of the state college.

The opinion expressly overrules a prior opinion of the Attorney General (Ops. Cal. Atty. Gen. NS3077 (1940)) which held that property at a state hospital could not be leased to a nonprofit organization to run a store for the sale of sundries and personal comforts for the benefit of patients. (AGO 54-76; 24 Ops. Cal. Atty. Gen. 13.)

Automobile Accident and Personal Liability Insurance Covering Student Drivers and Their Parents

Education Code Section 10211 authorizes a school district maintaining courses in driver training to insure student drivers and, to the extent that their parents are "legally responsible," their parents against liability arising out of the use of motor vehicles in connection with such courses. The premiums thereon may be paid from district funds. Premium payments may be used in computing "excess cost" pursuant to Education Code Section 10210. (AGO 54-139; 24 Ops. Cal. Atty. Gen. 127.)

Liability of Governing Board Continuing to Use Replaced School Building

When a school building has been declared unsafe and has been replaced under provisions of the Field Act, the building may not thereafter be used to meet the needs of increased school population without subjecting members of the governing board to personal liability. "The governing board, having replaced the defective building under the provisions of Education Code Section 18224, has no right to seek further moneys for repair, replacement, or reconstruction thereof." (AGO 54-151; 24 Ops. Cal. Atty. Gen. 155.)

Transportation of Pupils; Payment to Parents

Where two children of one family live six miles from school, the school district may, but is not obligated to, provide transportation for the children pursuant to Education Code Section 16251. The district is not authorized to pay to the parents the actual cost of transportation, which the parents claimed was \$2.40 a day, but only the amount provided in Education Code Section 16255, namely \$1.50.

In order for such children to be exempted from the requirements of the compulsory education law under Education Code Section 16621, the written approval of the county superintendent of schools is required. (AGO 54-190; 24 Ops. Cal. Atty. Gen. 157.)

Protection for School Children Crossing Streets Near School

The police have a duty to protect children going to or from school from possible injury occasioned by violations of the traffic laws. Whether the duty must be exercised by having a patrolman at the school site depends upon the particular situation at each school. Such factors as the number of students, their ages, the width of the street, and the volume of traffic should be considered. The decision rests in the sound discretion of the proper police officials.

The school safety patrol authorized by Education Code Section 16435 is merely supplementary to, and not in lieu of, police protection.

The city, not the school district, may employ school crossing guards.

Education Code Section 13229, which requires teachers to hold pupils to a strict account for their conduct on the way to and from school, refers to the behavior of the pupils, not to their safe conduct to and from school.

In certain extreme circumstances, it is possible that a school district could be held liable for traffic accident injuries; for example, if it permitted a large number of pupils to use, without supervision, an exit immediately adjacent to a heavily traveled street. (AGO 54-113; 24 Ops. Cal. Atty. Gen. 143.)

Use by High School District of Proceeds of Bonds to Reimburse General Fund

A high school district may use proceeds from the sale of bonds to reimburse its general fund for items purchased and paid for from its general fund after the bonds were authorized but before the bonds were sold if such purchases were made in the reasonable expectation that bonds would be sold and where the expenditures were made for purposes encompassed within the existing bond call. Such reimbursement is, in effect, an expenditure of the bond proceeds for the purposes for which the bonds were issued and, therefore, is not in conflict with Education Code Section 7436. (AGO 54-134; 24 Ops. Cal. Atty. Gen. 141.)

Admission to State Colleges

The Legislature by Education Code Sections 20426 and 20428 has delegated full power over admissions to state colleges to the State Board of Education. Neither the Director of Education nor the presidents of the state colleges have any power over admissions to the colleges. A person who is properly qualified for admission under the rules of the State Board of Education may not be denied admission.

The State Director of Education does not have authority to direct the president of a state college to limit enrollment to any particular number. The president of a state college may not establish standards different from those established by the State Board of Education. (AGO 54-168; 24 Ops. Cal. Atty. Gen. 152.)

Limitation of Admission to State Colleges; Separate Standards for the Several Colleges

The State Board of Education may by regulation limit admissions to each state college to the number of students who can be adequately accommodated and may leave to the Director of Education the determination of the number who may be admitted. In Education Code Sections 20426 and 20428, the phrase "the State colleges" means the *several* state colleges. The Board may, therefore, prescribe separate standards for admission to the several state colleges. The Board may not delegate to the Director of Education authority to add to, modify, or make exceptions to the standards established by the Board, but it may delegate to him the power to determine "specific facts upon which an application of the Board's rule is made to depend."

Education Code Section 20348, which requires that a joint meeting of the Board and representatives of the state colleges shall be held annually to consider matters pertaining to the state colleges, does not preclude special joint meetings as occasion demands in order to promulgate rules for the government of the state colleges. (AGO 54-209; 24 Ops. Cal. Atty. Gen. 215.)

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at a special meeting held in Sacramento on December 10, 1954.

Changes in Rules and Regulations

State College Admission Requirements. The Board, acting under the authority of Education Code Sections 112 and 20426, amended Section 925 of Title 5, California Administrative Code, relating to requirements for admission to the state colleges, to read as follows (effective December 10, 1954):

925. High School Graduates. For admission to a state college, a high school graduate, or other applicant who is judged by the appropriate college authorities to possess equivalent preparation, must, as a minimum, meet one of the following:

(a) Have completed the equivalent of seventy semester periods (7 Carnegie units) of course work, in subjects other than physical education and military science, with grades of A or B on a five-point scale during the last three years in high school.

(b) Have completed the equivalent of fifty semester periods (5 Carnegie units) of course work, in subjects other than physical education and military science, with grades of A or B on a five-point scale during the last three years in high school and attained the twentieth percentile on the national norm of a standard college aptitude test.

An applicant who fails to meet these standards may be admitted, if in the judgment of the appropriate college authorities, he gives promise of being able to succeed in college.

Admission to a state college shall be limited to the number of students for whom facilities and competent instructors are available to provide opportunity for an adequate college education. The Director of Education after consultation with the president of a state college shall determine the number of students for whom there are available facilities and competent instructors at the college.

Revocation of Credentials for Public School Service

The Board revoked the credentials, life diplomas, and other documents for public school service previously issued to the following persons, effective on the dates indicated:

	Revocation effective	By authority of Education Code Section
Austinson, Sigurd Mendelsohn	December 10, 1954	12756
Demmon, Donald	October 16, 1954	12754
Kachaturian, Francis	December 10, 1954	12756
Lerner, Herbert	December 10, 1954	12756
Love, Eugene Samuel	December 10, 1954	12756
McClure, Warren	December 10, 1954	12756
Mitchell, Edgar Morris	December 10, 1954	12756
O'Billovich, William	October 16, 1954	12754
Sklar, Sidney David	December 10, 1954	12756
Smith, George Richard, 6542 Paramount Blvd., Long Beach 5	November 15, 1954	12754
Williams, Harold Dean	December 10, 1954	12756

Approval of Proposals for Reorganization of School Districts

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Sections 4871 to 4991, inclusive), and the recommendations of the Division of Public School Administration, the Board approved the following proposals as transmitted through the Bureau of School District Organization:

Formation of a union elementary school district in Del Norte County—A proposal by the Del Norte County Committee on School District Organization, augmented by a committee of trustees from the school districts concerned, that an election be held to form a union elementary school district to consist of the area of the existing Pine Grove and Crescent-Elk elementary school districts.

Formation of a union elementary school district in Sonoma County—A proposal by the Sonoma County Committee on School District Organization, augmented by a committee of trustees from the school districts concerned, that an election be held to form a union elementary school district to consist of the area of the existing Pleasant Hill and Spring Hill elementary school districts.

Formation of a union elementary school district in Sonoma County—A proposal by the Sonoma County Committee on School District Organization, augmented by a committee of trustees from the school districts concerned, that an election be held to form a union elementary school district to consist of the area of the existing Duncan Mills and Monte Rio elementary school districts.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A master calendar of educational meetings and events of state-wide or regional significance is maintained in the office of the Superintendent of Public Instruction. A list of events scheduled for the school year 1954-55 was published in the September issue of *California Schools*, and 12 additions to this list were announced on page 434 of the October issue. Notices of the following events have been received since the December issue went to press.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1954-55

Dates	Organization and Event	Place
March 18 and 19, 1955	California Educational Research Association	Sonoma Mission Inn, Sonoma
March 31, April 1-2, 1955	California Council on Teacher Education, Spring Meeting	Mar Monte Hotel, Santa Barbara
November 3-5, 1955	California Council on Teacher Education, Fall Meeting	Hacienda Motel, Fresno

SCHOLARSHIPS AND LOANS OFFERED FOR 1955-56 BY CALIFORNIA CONGRESS OF PARENTS AND TEACHERS

Continuing concern for a good educational program in California has prompted the California Congress of Parents and Teachers to allocate a larger sum than ever before, \$143,200, to assist young people through loans and scholarships. The following aids are offered for 1955-56.

Student Loans. The sum of \$100,000 has been allocated to assist students in 1955-56 with loans of \$300 a year up to a total of \$1,200 for four years. Loans may be used for any type of higher education, professional or vocational, above the high school level at any accredited institution in the state. Loans are repayable without interest within four years. Application forms may be obtained from the state headquarters or from district presidents. The Student Loan Committee meets bimonthly throughout the year, beginning in July, and considers applications at each meeting.

Secondary Teaching Education Scholarships. Sixteen awards of \$400 each will be available for fifth-year students training to teach on the general secondary credential in the public secondary schools of California. These are available at the state colleges in Chico, Fresno, Long Beach, Los Angeles, Sacramento, San Diego, San Francisco, and San Jose, at the University of California in Berkeley and Los Angeles, at the University of Southern California, College of the Pacific, and Stanford University. Application should be made to the scholarship committee of the college of the student's choice.

Elementary Teacher Education Scholarships. Twenty-four awards of \$400 each are offered for upper-division and graduate students training to teach in the public elementary schools of California. These are available at nine state colleges, the three major campuses of the University of California, at College of the Pacific and the University of Southern California. Applications should be addressed to the scholarship committee of the institution.

International Relations Fellowships. Five grants are available for a year's graduate study in international relations—four of \$1,000 each for study in the United States, and one of \$2,000 for study abroad. Acceptance of a grant commits the recipient to at least one year's public service. Candidates are nominated by the scholarship committee of each college and university in the state. The final date for filing nominations is March 1, 1955.

Special Education Fellowships. Ten grants of \$1,000 each are offered for a full year's graduate study in any field of training for teaching handicapped children, the work to be taken at Los Angeles State College or San Francisco State College. The recipients must agree to teach for at least two years in the special field of training in the public schools of California. Applications must be filed by April 1, 1955.

Special Education Loans. Ten summer loans of \$100 each are offered for advanced training in the field of teaching deaf and hard-of-hearing children. This study may be pursued at any California institution which offers appropriate courses. Applications must be filed by April 1, 1955.

Counseling and Guidance Scholarships. Twenty summer scholarships of \$150 each are available for advanced training of teachers already employed half-time or more in counseling and guidance. The work may be taken at accredited colleges and universities in California offering such courses in the summer of 1955. Awards carry a commitment to one year's guidance work in California public schools. Applications must be filed by March 1, 1955.

Nursing Scholarships. Forty-two scholarships of \$100 each are offered through approved schools of nursing in the state. Application should be made to the director of the school of nursing of the student's choice.

Children's Librarian Fellowships. Two grants of \$1,000 each are offered to graduate students planning to enter library work with children in school libraries or public library systems. Applications should be made to the director of the library school at the University of California or the University of Southern California.

Except as otherwise noted in the preceding paragraphs, requests for detailed information and application forms should be addressed to the state office of the California Congress of Parents and Teachers, Suite 300, 322 West 21st Street, Los Angeles 7, California.

CHARTS FOR OCCUPATIONAL ORIENTATION

A set of 12 illustrated Occupational Orientation Charts, printed on colored sheets 19 by 25 inches, has recently been published by B'nai Brith Vocational Service Bureau, 1761 R Street, N.W., Washington 9, D.C. The charts present facts on more than 600 jobs and job groups, in condensed graphic form that offers a bird's-eye view of the world of work. Job definitions, data on the number of workers, and lines of advancement are included for each occupation. Separate charts are provided for each major occupational group and a 6-page manual of instructions is provided for the teacher or counselor. A set of the charts is priced at \$2.

SEVEN COLLEGE CONFERENCE SCHOLARSHIPS FOR WOMEN

Twenty-one scholarships for attendance at any of the member colleges of the Seven College Conference—Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley—will be offered again in 1955 to girls graduating from high schools in the Middle West, Southwest, and Far West. The awards are made to students of outstanding intellectual promise on the basis of school records and recommendations, and tests given by the College Entrance Examination Board. The program aims to make the educational opportunities of these colleges available to a wide group of young women of exceptional ability without regard to financial circumstances, and to bring together on the eastern campuses a more complete representation of students from all parts of the United States.

Requests for information and for application forms may be made to the Field Director, Seven College Conference Scholarship Program, Station A, Poughkeepsie, N. Y. Applications for 1955-56 must be filed before January 30, 1955.

FELLOWSHIPS FOR COLLEGE TEACHERS, 1955-56

The Fund for the Advancement of Education, an independent agency established by the Ford Foundation, is offering approximately 150 Faculty Fellowships for the academic year 1955-56 to college teachers throughout the United States. Fellowships will be available in the humanities, the social sciences, and the natural sciences, but not in technical or professional subjects. The awards will be made to able younger teachers who wish to broaden their qualifications for teaching within a program of liberal education. Each fellowship provides a grant approximately equivalent to the salary of the recipient at the time of application, plus certain expenses. Each candidate must be nominated by his institution, and will be expected to return to the sponsoring institution to continue his teaching career in 1956-57.

Application forms and full information concerning this program have been distributed to the presidents of colleges and universities, and may also be obtained from the Committee on Faculty Fellowships, The Fund for the Advancement of Education, 655 Madison Avenue, New York 21, New York. Applications must be submitted by January 31, 1955.

FIFTH ANNUAL DEMOCRACY WORKSHOP

As part of the educational program of Colonial Williamsburg, Virginia, the fifth annual Democracy Workshop, a national youth forum, will be held in that historic city on the weekend of February 18-20, 1955. The student participants will be state and national winners of the Voice of Democracy Contest, selected for their ability to express thoughts on democracy in broadcast essays. The contest is sponsored annually in the fall by the U. S. Junior Chamber of Commerce, the National Association of Radio and Television Manufacturers, and the Radio-Electronics-Television Manufacturers Association. The program will include a special dramatic presentation by candlelight in the famous House of Burgesses chamber, meeting place of America's oldest representative legislative assembly. There will be special tours of the restored colonial area for the students, and a banquet in their honor.

FELLOWSHIPS FOR STUDY IN CEYLON

The University of Ceylon, Peradeniya, offers two fellowships to American graduate students for the 1955-56 academic year. The Ceylon fellowships offer opportunity to study sociology, economics, geography, and history of Ceylon; Pali, the language of the early Buddhist Scriptures, and Buddhist doctrines, history, art, and architecture; Indian philosophy and history; and Indo-Aryan linguistics. Most of the lectures are given in English.

Male candidates under 35 years are preferred, and the United States citizenship is one of the requirements. Awards cover room, board, and tuition. Grantees should have funds to pay their own travel and incidental expenses.

Applicants should write to the United States Student Department of the Institute of International Education, 1 East 67th Street, New York 21, New York. Closing date for application is January 15, 1955.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

- B'nai B'rith Occupational Brief Series. Washington 9: B'nai B'rith Vocational Service Bureau (1761 R St. N.W.), 1954.
- SHOSTEK, ROBERT. *Careers as Bricklayer and Sheet Metal Worker*. Pp. 6. \$0.20.
-----. *Careers as Carpenter and Painter*. Pp. 8. \$0.20.
-----. *Careers as Electrician and Plumber*. Pp. 8. \$0.20.
-----. *Careers in Natural Sciences*. Pp. 8. \$0.20.
-----. *Careers as Plasterer and Cement Finisher*. Pp. 8. \$0.20.
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- "Controversial Issues in the Schools: Some Samples of Policies Guiding Teaching About Subjects in Controversy." Public Relations Advisory Panel Bulletin No. 2. San Francisco 2: California Teachers Association (693 Sutter St.), 1954. Pp. 13 (mimeographed).
- Directory of Recreation and Park Agencies Providing Year-round Services, October, 1954*. Compiled by the State of California Recreation Commission. Sacramento 14: State of California Recreation Commission (721 Capitol Ave.), October, 1954. \$0.50 plus 2 cents sales tax on California orders. Distributed by the Documents Section, State Printing Office, Sacramento 14, California.
- The Educational Program: Later Adolescence*. Review of Educational Research, Vol. XXIV, No. 4, October, 1954. Washington 6: American Educational Research Association, a Department of the National Education Association of the United States, 1954. Pp. 263-352. \$1.50.
- The Elementary School Curriculum: An Overview*. (Albany, N. Y.): Bureau of Elementary Curriculum Development, New York State Education Department, 1954. Pp. 152.
- Financial Data, Los Angeles City School Districts, 1954-1955*. Compiled by the Budget Division, Harry M. Howell, Associate Superintendent. Los Angeles 12: Los Angeles City School Districts (450 N. Grand Ave.), 1954. Pp. ii + 38.
- Financing Public Education in the Decade Ahead*. New York 36: National Citizens Commission for the Public Schools (2 West 45th St.), December, 1954. Pp. x + 62.
- FREEMAN, FRANK N. *Teaching Handwriting*. What Research Says Series, No. 4. Washington 6: Department of Classroom Teachers, American Educational Research Association, National Education Association (1201 Sixteenth St., N.W.), August, 1954. Pp. ii + 34. \$0.25.*
- Fundamentals for Children in Our Time: Art, Music, Science, Arithmetic, Social Studies, Physical Education, the English Language Arts*. Kansas Studies in Education, Vol. 5, No. 1, October, 1954. Lawrence, Kansas: University of Kansas Publications, School of Education, 1954. Pp. 36.
- General Mathematics for the Tenth Year*. Curriculum Bulletin 1953-54 Series, No. 5. Brooklyn 1, N. Y.: Board of Education of the City of New York (110 Livingston St.), 1954.

* Discounts on orders in quantity.

- A Guide to Some Educational Resources in the City of New York: Museums, Parks, Zoos and Gardens, Public Libraries, and Other Selected Resources of Special Interest to Schools.* Curriculum Bulletin, 1953-54 Series, No. 7. Brooklyn 1, N. Y.: Board of Education of the City of New York, 1954. Pp. vi + 108.
- HEREFORD, KARL THOMAS. *Citizens Committees for Public Schools.* Bulletin of the Bureau of School Service, Vol. XXVII, No. 1. Lexington, Kentucky: College of Education, University of Kentucky, September, 1954. Pp. 118. \$0.50.
- How Do We Pay for Our Schools? A Guide to Understanding Public School Finance.* Working Guide No. 10. New York 36: National Citizens Commission for the Public Schools, December, 1954. Pp. 76.
- A Local Teacher Association Study: San Benito High School and Junior College Faculty Club Survey on Teacher Load and Salary Scheduling.* California Teachers Association Research Bulletin No. 75, October, 1954. San Francisco 2: California Teachers Association (693 Sutter St.), 1954. Pp. iv + 14 + xiv (reproduced from typewritten copy). \$0.50.
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- Part I: *Staffing our Schools.* Brooklyn 1, N. Y.: The Board of Examiners, Board of Education of the City of New York (110 Livingston St.), 1954. Pp. 32.
- Part II: *The "400" Schools.* Prepared by Joseph C. Nothen, Assistant Superintendent, School Districts 25-27. Brooklyn 1, N. Y.: The Division of Child Welfare, Board of Education of the City of New York (110 Livingston St.), 1954. Pp. 34.
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* Discounts on orders in quantity.

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* Discounts on orders in quantity.

** For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

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| 7 | ACADEMIC |
| 8 | MULTI USE RM |
| 9 | CAFETERIA |
| 10 | BAND AND CHORAL |
| 11 | ASSEMBLY |
| 12 | BOY'S GYM |
| 13 | GIRL'S GYM |
| 14 | BOY'S LOCKER RM |
| 15 | GIRL'S LOCKER RM |
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